



## HEMINGWAY ELEMENTARY

160 Baxley Road  
Hemingway, SC 29554

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	559 Students	
<b>Principal</b>	Cynthia M. Brown	843-558-4444
<b>Superintendent</b>	Dr. Yvonne Jefferson-Barnes	843-355-5571
<b>Board Chair</b>	Mr. Kent Evans	843-355-5571

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	Below Average	Good
2009	Below Average	Average
2008	N/A	N/A
2007	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

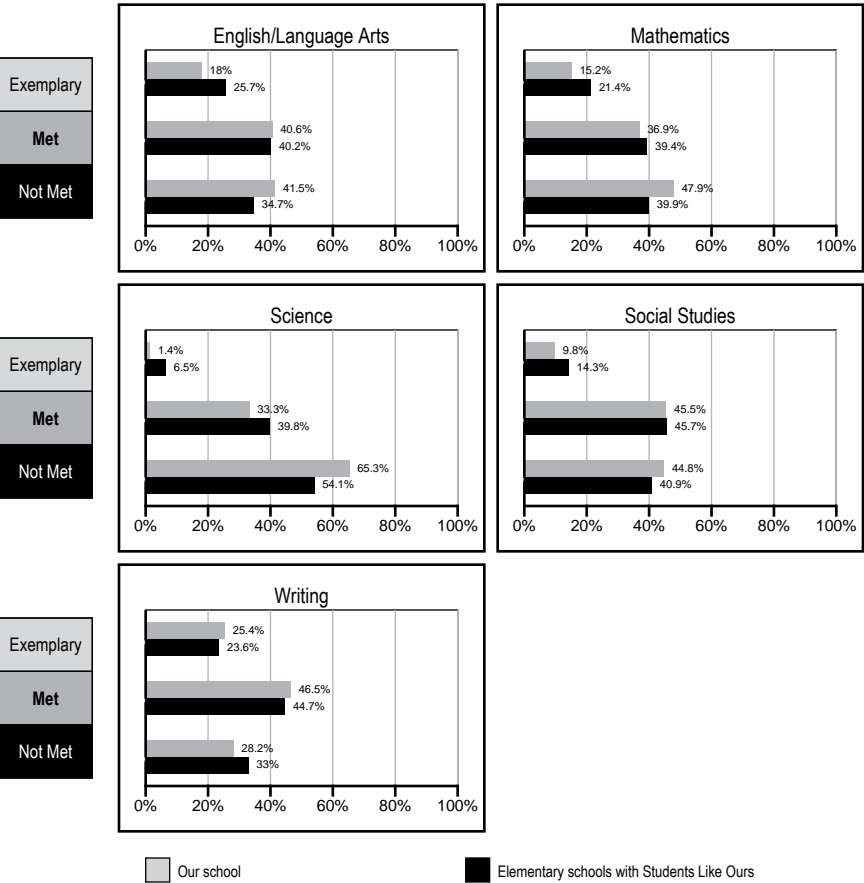
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	70	47	20

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=559)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.9%	100.0%	100.0%
Retention rate	9.3%	Up from 6.9%	1.5%	1.1%
Attendance rate	95.3%	Up from 95.1%	96.0%	96.2%
Served by gifted and talented program	4.6%	Down from 7.6%	5.1%	13.4%
With disabilities other than speech	4.4%	Down from 10.9%	4.3%	4.1%
Older than usual for grade	4.1%	Up from 2.5%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	54.3%	Up from 47.2%	61.9%	62.5%
Continuing contract teachers	91.4%	Up from 88.9%	81.8%	88.2%
Teachers returning from previous year	N/A	N/A	84.6%	87.8%
Teacher attendance rate	94.7%	Up from 93.6%	95.2%	95.2%
Average teacher salary*	\$43,267	Down 0.6%	\$45,188	\$46,773
Professional development days/teacher	10.6 days	Down from 12.7 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 18.7 to 1	17.5 to 1	19.9 to 1
Prime instructional time	89.5%	Up from 88.1%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,359	Down 5.7%	\$8,760	\$7,447
Percent of expenditures for instruction**	71.0%	Up from 69.3%	67.5%	68.4%
Percent of expenditures for teacher salaries**	68.4%	Up from 66.3%	63.9%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Hemingway Elementary School, located in Eastern Williamsburg County, educates approximately 560 students in grades child development through fifth.

The mission of Hemingway Elementary School is to prepare today's children for tomorrow's challenges by providing a "high quality education." The vision of Hemingway Elementary School is to be a community-nurturing academic excellence for all students while demonstrating leadership in character development. Our vision statement is intended to serve as both the blueprint for improvement and the benchmark by which we will evaluate our progress. The expectation at Hemingway Elementary School is that every child will attain his/her highest level of academic achievement. All students will be provided a safe and nurturing environment that promotes respect for self and others.

Students, parents, teachers, and community members will be actively involved in the ongoing learning process at Hemingway Elementary School.

Cynthia M. Brown, Principal  
Mary Mitchell, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	67	40
Percent satisfied with learning environment	87.5%	89.6%	95.0%
Percent satisfied with social and physical environment	93.8%	83.3%	90.0%
Percent satisfied with school-home relations	58.1%	86.4%	82.1%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.6%	0.0%	No
Student attendance rate	95.3%	94.0%**	Yes

\* Or greater than last year

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	239	100	41.6	38.1	20.3	70.1	71.2	82.4	No	Yes
Gender										
Male	135	100	43.8	37.5	18.8	65.6	65.4	78.7	N/A	N/A
Female	104	100	38.8	38.8	22.3	75.7	77.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	28	100	30.8	46.2	23.1	76.9	76.8	88.9	I/S	I/S
African American	208	100	43.6	36.6	19.8	68.8	70.7	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	86.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	43	100	65.9	12.2	22	34.1	35.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	231	100	42	37.9	20.1	70.1	70.2	75.4	No	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	239	100	47.6	35.1	17.3	68.4	67.7	81.9	No	Yes
Gender										
Male	135	100	46.1	37.5	16.4	68.8	63.9	79.9	N/A	N/A
Female	104	100	49.5	32	18.4	68	71.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	28	100	34.6	46.2	19.2	76.9	71.8	88.9	I/S	I/S
African American	208	100	50	33.2	16.8	66.8	67.3	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	43	100	70.7	9.8	19.5	39	29.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	231	100	47.8	35.3	17	67.9	66.8	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	159	99.4	64.9	31.2	3.9	35.1	46.3	68.6
Gender								
Male	88	98.9	60.7	34.5	4.8	39.3	47.1	68.3
Female	71	100	70	27.1	2.9	30	45.4	68.9
Racial/Ethnic Group								
White	16	100	N/AV	N/AV	N/AV	40	53.7	80.7
African American	141	99.3	65.7	30.7	3.6	34.3	45.7	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	66.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	28	96.4	76.9	7.7	15.4	23.1	22.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	155	99.4	65.6	30.5	4	34.4	45	57.3

Social Studies

All Students	157	99.4	44.7	43.3	12	55.3	49.6	72.5
Gender								
Male	89	98.9	44.6	44.6	10.8	55.4	48.8	72
Female	68	100	44.8	41.8	13.4	55.2	50.5	73.1
Racial/Ethnic Group								
White	22	100	35	35	30	65	54.5	81
African American	134	99.3	46.5	44.2	9.3	53.5	49.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	33	97	70	16.7	13.3	30	29.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	151	99.3	44.8	43.4	11.7	55.2	48.7	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	81	90.1	27.1	47.1	25.7	72.9	67.4	73.2	95.3	95.9
Gender										
Male	46	89.1	34.2	50	15.8	65.8	61.9	67.2	95.4	95.8
Female	35	91.4	18.8	43.8	37.5	81.3	73	79.4	95.2	96
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	65.9	81.5	93.6	92
African American	72	90.3	28.6	46	25.4	71.4	67.7	61.3	95.5	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	94.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	96.9	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	91.9
Disability Status										
Disabled	12	41.7	I/S	I/S	I/S	I/S	19.8	26	92.5	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	98.5	96.8
Socio-Economic Status										
Subsidized meals	77	89.6	26.9	47.8	25.4	73.1	66.5	63.2	95.3	95.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	98	100	54.2	27.1	18.8	45.8
	4	82	96.3	34.6	47.4	17.9	65.4
	5	98	100	30.9	43.6	25.5	69.1
	6	110	100	28.8	42.3	28.8	71.2
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	82	100	41.3	36.3	22.5	58.8
	4	74	100	47.2	36.1	16.7	52.8
	5	82	100	37.2	42.3	20.5	62.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	98	100	66.7	20.8	12.5	33.3
	4	82	100	37.2	52.6	10.3	62.8
	5	98	100	40.4	43.6	16	59.6
	6	110	100	38.5	47.1	14.4	61.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	82	100	58.8	21.3	20	41.3
	4	74	100	41.7	41.7	16.7	58.3
	5	82	100	42.3	42.3	15.4	57.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	50	100	72.9	20.8	6.3	27.1
	4	82	100	51.3	44.9	3.8	48.7
	5	50	98	42.6	51.1	6.4	57.4
	6	56	100	44.2	50	5.8	55.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	43	100	72.1	20.9	7	27.9
	4	74	98.7	62	36.6	1.4	38
	5	41	100	64.1	33.3	2.6	35.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	49	100	83.7	14.3	2	16.3
	4	82	100	39.7	56.4	3.8	60.3
	5	48	97.9	60	35.6	4.4	40
	6	55	100	26.4	66	7.5	73.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	40	100	39.5	44.7	15.8	60.5
	4	73	100	43.7	47.9	8.5	56.3
	5	44	97.7	51.2	34.1	14.6	48.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	99	98	52.1	37.2	10.6	47.9
	4	84	97.6	39.7	52.6	7.7	60.3
	5	97	96.9	34.8	38	27.2	65.2
	6	110	96.4	27	49	24	73
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	81	90.1	27.1	47.1	25.7	72.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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